

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### A. Conclusion

The result of the research shows that the mean of the pre-test scores of the experimental group is 85.25 while the mean of the pre-test scores of the control group is 85.5. The t-test shows that  $t_o$  (0.1516) is lower than  $t_t$  (1.999) for the degree of freedom of 62 and the level of significance  $\alpha = 0.05$ . It means that there is no significant difference between those groups in reading skill. Then, the experimental group is taught using Snowball Throwing Method while the control group is taught using Direct Instructional Method. In the post-test, the mean of the scores of both groups increases. The mean of the post-test scores of the experimental group is 93.375 while the mean of the post-test scores of the control group is 88.625. The t-test shows that  $t_o$  (3.0596) is higher than  $t_t$  (1.999) for the degree of freedom of 62 and the level of significance  $\alpha = 0.05$ . It means that there is a significant difference between those groups in reading skill.

Based on the result of the research, it can be seen that the use of Snowball Throwing Method and Direct Instructional Method to teach reading makes a significant difference in reading skill of the students. The students who taught using Snowball Throwing Method have better reading than the students who taught using Direct Instructional Method. Thus, it can be concluded that Snowball Throwing Method is more effective to be applied in teaching reading than Direct Instructional Method for senior high school students.

#### B. Implication

The result of this research shows that the use of Snowball Throwing Method and Direct Instructional Method to teach reading makes a significant difference in reading skill. The group which are taught using Snowball Throwing Method are able to have a higher score in reading skill than those who were taught using Direct Instructional Method. It implies that Snowball Throwing

Method is better applied in teaching reading, particularly to the second grade students of SMA Negeri 3 Surakarta in the Academic Year of 2016/2017. Teaching reading which is usually done by reading many articles or books and doing several practices, such as in Direct Instructional Method, can be done differently and more interestingly. The students, instead of just answering questions related to a text, have to make the questions and give it to other students. Before they are able to make questions, they surely have to read the text attentively and comprehend it. Thus, in the class in which Snowball Throwing Method is applied, they will be able to comprehend the text better than when they just read the text to look for the answer given by the teacher.

Furthermore, Snowball Throwing Method gives the students many opportunities to interact and exchange opinions to other students in order to understand the materials better. The class, which this method is applied, can be fun, enjoyable, and interesting because the students are able to play “snowball” fight game while learn the materials simultaneously. Thus, they are able to learn the materials interestingly and effectively.

The steps in applying Snowball Throwing Method in class, especially for reading class, are as follows:

1. The teacher delivers the learning goals and motivates students to learn the materials.
2. The teacher gives a preview of the materials the students are going to learn.
3. The teacher explains the rules and steps of snowball throwing game they will do in class.
4. The teacher divides class into groups and explains the material to each group leader.
5. Each group leader goes back to his groups and explains the materials given by the teacher.
6. Each group is given a piece of paper and asked to make and write a question on the paper based on each material the leader has explained.
7. Each group is asked to make the paper into a paper ball and throw it to other groups in turn.

8. Each group catching the paper “snowball” has to answer the question and write it on the paper.
9. Each group gives the paper “snowball” back to its group.
10. Each group reads the question and its answer they get from another group.
11. The teacher scores the group’s work. It can be based on their performance in making, answering, and explaining the questions.

### C. Suggestion

Related to the result of this research that there is a significant difference in reading skill between the students taught using Snowball Throwing Method and those taught using Direct Instructional Method and that the students taught using Snowball Throwing Method have better reading skill than those who taught using Direct Instructional Method, the researcher would like to propose some suggestions as follows:

#### 1. To English teacher

Reading class is mostly boring because usually the students just have to read many texts and do many questions. However, to make the students more interested in learning, especially in reading class, the teacher needs to find a method which more interesting to the students. Based on the result of this research, it is proved that Snowball Throwing Method is better than Direct Instructional Method to teach reading. Thus, it is suggested to the teachers to apply this method to teach reading in order to make the class more interesting and make the students have a better reading skill.

#### 2. To the students

Because learning English is quite difficult, the students should be more active in class. They cannot just depend on the teacher’s knowledge because teacher is not the only source of knowledge. They can discuss a problem in a group and solve the problem by themselves. In Snowball Throwing Method, they should work in heterogeneous groups and probably with the students they are not close with. They should be able to adapt,

respect other's opinions, and be active in a group discussion. They can also be less noisy when having a discussion because they are not the only one who is having it.

3. To other researchers

The researcher is aware that this research is not the end of the problem being study. This result merely confirms the hypotheses. It does not prove that something is absolutely true all the time. Thus, the researcher hopes that other researchers will study this topic more deeply or probably apply these methods into other skills such as listening, speaking, and writing. In addition, the researcher hopes that other researchers can use the result of this research as the references for further research.